**Our Community’s Goods and Services**

**Teacher Candidate** Bobbi Jo Williams **Grade Level** 3rd Grade **Date of lesson** December 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this unit is for students to understand how people in a community affect the economy by the choices that they make about the goods and services provided by their community. Students will also identify that there are benefits and costs involved in every economic decision they make and the use of resources impacts the goods and services available in a community.

**3SS4.a**: Describe examples of goods and services provided in the local community and explain how they meet the needs and wants of the people.

**3E2b.2:** Write descriptive pieces about people, places, and things or experiences that develop a unified main idea and use details to support the main idea.

Students will be able to demonstrate how the needs and wants of a community are met by the services and goods provided by the businesses in the community.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

This will be an introductory lesson on goods and services. Students have prior knowledge of their own community and of the objects that they will come in contact with. Students are also familiar with conducting interviews from a previous assignment. Students have been given a mini lesson on short stories earlier in the day.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to classify objects as being a want or a need and identify the services and businesses that provide these wants and needs to a community as a good or a service and the people of the community (to include themselves) as consumers and producers.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be assessed with a checklist on how they respond to the cut-outs and the listing of their item on the board and responses of interview on interview data sheet.

They will also be assessed by a writing rubric that we create together on their short story creation.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Brain Pop Jr. Video: <http://www.brainpopjr.com/socialstudies/economics/goodsandservices/>

Items brought in from home, ie: toys, food items, clothing, books, ipod, advertisements for hair salon, ads for health care, etc.

Disposable cameras (3-4) Students can share.

Interview data sheets

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

This lesson uses the **concept attainment model**. This model allows students to classify the goods and services in their community using pictures and categories so that they can visualize the difference between goods and services.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important).

Watch a 5 minute video by Brain Pop Jr. on Goods and Services <http://www.brainpopjr.com/socialstudies/economics/goodsandservices/>

Explain to the students that they will be taking a field trip to take photos of the local community businesses and service providers. Pass out the data sheet for the community walk and instruct them how to fill it out.

Also, explain that they will interview a worker at designated businesses and services to find out if they offer a good or service. A data sheet with interview prompts is attached. They will then take a photo of that business or service provider. The photos will be used in a subsequent lesson to make a community goods and services book.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. When you arrive back at the classroom, ask the students, **“What are our needs?”, “What are our wants?”, “How does the community meet our needs and wants?”“What can you tell me about the goods and services of the community and how they meet our needs and wants?” “What is a consumer and what is a producer?”** Write down responses on the board.
2. Next as a class, have them take out their data sheets and discuss the interviews that they were able to conduct with the community workers. Who did they interview, what business or place was the interview at? List the names of the places and the jobs of the interviewers on the board.
3. Now hold up the items brought in and have the students classify them as a need or a want and then as a good or a service.
4. Students should then write a short story based on a rubric that we create together about the item or service that their interviewer provides and the place to go to obtain it. This story should include whether or not the student would want or need this particular service or good, and who the producer and consumer are when a transaction is made.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives).

Gather the students together and call out the name of a community business. Ask the students what type of service or good is offered there and if it is a need or want. Explain to the students that every citizen in the community has wants and needs and there are businesses and services to provide these things in every community. As a citizen of the community, we play a part in its economy by being a producer, consumer, or both.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | 1. Low level reading and writing  2. Evaluated | Student will be able to draw a picture or voice record their response in lieu of writing the short story. |
|  | 1. Lacking social skills  2. IEP | Student will be able to use tape recorder or video camera for the interview process and work with a partner. They will be allowed to ask the interviewee to manually fill in the interview sheet instead of having to ask the questions. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

**Interview Sheet**

Name of Interviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of business or place:

Name of person interviewing:

Job of person being interviewed:

Does the person get paid for their job?

What does the person do exactly?

What is the product or service that this person provides?

Is this product or service a need or a want?

When you observed this place, who was the provider of the service or giver of the good and who was the receiver? Who was the producer and who was the consumer?